

READER'S GUIDE

This guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

Improving Cohesion in L2 Writing: A Three-Strand Approach to Building Lexical Cohesion (Pages 2–13)

Pre-Reading

- 1.** How would you define—or explain—“cohesion” to students in your writing classes?
- 2.** Make a list of the challenges your students have as they work to improve the quality of their writing in English. Where would “building lexical cohesion” rank on the list of challenges?
- 3.** What approaches, if any, do you use to help your students improve the cohesion in their English writing?
- 3.** What are the three strands of the approach the author presents in the article? Briefly, how would you describe each approach?
- 4.** The author includes activities to support the implementation of the three strands. Choose one of the activities and use it with your students. What are the results? Report your thoughts and observations in your teaching journal or discussion group. How would you adapt the activity if you used it again?

Post-Reading

- 1.** How would you define—or explain—“cohesion” to students in your writing classes? (Note that this is the same as Pre-Reading Question 1. Has reading the article changed your view or understanding of lexical cohesion?)
- 2.** In the article's first paragraph, the author writes, “Students seemed to be saying nothing, but they were saying nothing very

I Raise My Voice: Promoting Self-Authoring through a Curriculum-Based Project (Pages 14–21)

Pre-Reading

1. What do you think “self-authoring” is? How could you relate your concept of self-authoring to English language learning?
2. Think about the statement, “I raise my voice.” What meanings or interpretations of this statement come to mind? Write them down.
3. Have you ever raised your voice in any way in the classroom? What did you do? What was the purpose, and what was the result? Did you ever raise your voice as a student? Have you raised your voice outside the classroom? Again, what was the purpose, and what was the result?
3. Would you be able to incorporate these units into any of the courses you teach? If so, what changes, if any, would you have to make to the approach the author describes?
4. The author says, “Happiness is a topic that can promote positive thinking and feelings of self-worth.” Give yourself this task: Find a way to explicitly incorporate learners’ happiness into the next class you teach. Afterward, reflect on the experience. What expectations did you have, and what actually happened? Try it a few more times. What results do you notice?

Post-Reading

1. How would you explain the term “self-authoring,” now that you have read the article? Besides learning English, how could students benefit from engaging in self-authoring?
2. The author gives suggestions for teaching seven topics within two units, Identity and Happiness. Are all of these topics appropriate for your students? Which do you think they would be most interested in?
5. The author includes three poems that she wrote and used in teaching these units. Choose one of the poems and, using it as a model, rewrite it from your own point of view. (After you’ve done that—how did rewriting the poem in this way make you feel?)
6. Take out the list of interpretations of the statement “I raise my voice” that you wrote for Pre-Reading Question 2. Now that you’ve read the article, can you add more interpretations of the statement to your list?